DOCUMENT RESUME

ED 235 380 CE 037 315

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TITLE Promote Your Vocational Program with Exceptional Students. Module L-13 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Department of Education, Washington, DC.
REPORT NO ISBN-0-89606-129-9
PUB DATE 83
NOTE 34p.; For related documents, see ED 234 260-261 and note to ED 220 674.
AVAILABLE FROM American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Competence; Competency Based Education; Disabilities; *Exceptional Persons; Learning Modules; *Marketing; Minority Groups; Postsecondary Education; Program Development; Publicity; *Public Relations; *School Community Relationship; *Student Recruitment; Teacher Education; Units of Study; *Vocational Education

ABSTRACT

This module, one in a series of 127 performance-based teacher education (PBTE) learning packages, focuses on specific professional competencies of vocational teachers. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module on the promotion of vocational programs for exceptional students contains three learning experiences. Each learning experience contains some or all of the following components: enabling objectives, activities, optional activities, feedback, and a self-check. Activities include information on recruiting students, doing public relations, and enlisting community support. A case study is part of one of the learning experiences. (KC)

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MODULE

L-13

Promote Your Vocational Program with Exceptional Students

Module L-13 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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1983

ISBN 0–89606–129–9

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE037315

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist, and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to George W. Smith Jr., Art Director at AAVIM, for supervision of the module production process.

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THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM
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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

Program promotion is an important educational activity. First, vocational-technical programs at the secondary and postsecondary levels must be promoted if they are to reach the maximum number of the students whom they are designed to serve.

Second, promotion is a means of developing and maintaining a solid base of community support for the institution and its vocational or technical programs: support of employers in hiring co-op students and program graduates, support of the citizens who provide the institution's financial base as students or taxpayers, and support of community members in attending school-sponsored activities and in using the school's services.

For vocational-technical instructors, responsibility for program promotion may vary. In some schools, instructors may have a great deal of responsibility for promoting their own programs. Through presentations, contacts with persons at feeder schools and outside agencies, exhibits at county fairs, and so on, they may actively recruit students and seek community support. In other schools, program promotion may be the job of full-time public information officers, recruitment personnel, or other administrators.

Regardless of where the primary responsibility for promotion lies, when you are attempting to increase your service to students with exceptional needs, your institution's promotional activities need to reflect and support these efforts. Your promotional activities must be bias-free. They must include information about what the institution is doing to meet the needs of persons with exceptional needs.

In addition, your message must be designed so as to ensure that it reaches the persons with exceptional needs whom you are trying to inform and recruit. And you may need to spend time acting as an active advocate of vocational-technical training and employment for persons with exceptional needs.

This module is designed to give you skill in identifying the types of promotional activities and techniques that would be appropriate and in modifying promotional materials to ensure that they reflect your institution's commitment to serving students with exceptional needs.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, promote your vocational program with exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 *(Learning Experience III)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the importance of and steps to take in targeting your promotional efforts to serve students with exceptional needs *(Learning Experience I)*.
2. Given a case study describing how a committee of educators planned how to target the institution's promotional efforts to serve students with exceptional needs, critique the performance of that committee *(Learning Experience II)*.

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs; and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students*, Module L-1
- *Identify and Diagnose Exceptional Students*, Module L-2

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Sample recruitment materials and presentations that you can review.

Vocational-technical students with exceptional needs whom you can interview concerning why they enrolled in the program.

A teacher experienced in planning activities to promote the benefits of vocational-technical training and employmen. for students with exceptional needs whom you can interview.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can promote your vocational program with exceptional students.

A resource person to assess your competency in promoting your vocational program with exceptional students.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

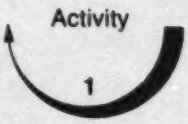
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

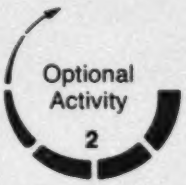
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the importance of and steps to take in targeting your promotional efforts to serve students with exceptional needs.



Your will be reading the information sheet, Targeting Your Promotional Efforts, pp. 8–18.



You may wish to increase your knowledge of available recruitment practices by reviewing existing recruitment materials and presentations or by surveying students.

You may wish to interview a teacher who is experienced in planning activities to promote the benefits of vocational-technical training and employment for students with exceptional needs.

You will be demonstrating knowledge of the importance of and steps to take in targeting your promotional efforts to serve students with exceptional needs by completing the Self-Check, pp. 20–21.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

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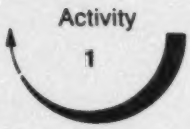

As a vocational-technical instructor, you need to ensure that your recruitment techniques appeal to, reach, and include persons with exceptional needs. You need to make sure that, in your program promotion, you inform the community about how your program is serving students with exceptional needs and preparing them to be productive members of the world of work. For information about the importance of these promotional efforts and steps to take to help ensure that your efforts are successful, read the following information sheet.

TARGETING YOUR PROMOTIONAL EFFORTS

Recruitment and promotion are normal activities in secondary and postsecondary schools. Presentations, brochures, displays, news releases, articles, television and radio presentations, open houses, career days—all these techniques are used to recruit students into the vocational-technical program and to promote the program in the community that supports it through tax dollars and through job placement.

In order to serve students with exceptional needs, however, recruitment and promotional activities may vary somewhat from what has traditionally been done. The techniques used may need to be modified. Additional techniques may be required. Let's look at some of these differences in more depth.

Recruiting Students with Exceptional Needs

Some persons with exceptional needs may have no idea of the benefits of vocational-technical programs or even that these programs exist. For example, a female who enjoys building tables and bookcases as a hobby might not know that she can study to become a construction carpenter. A male who is physically handicapped might not realize that he could get a job as a welder.

People such as these could benefit from your training, but first they need to know about it. Therefore, an important part of your job as a vocational-technical teacher is to ensure that prospective students with exceptional needs are informed of and recruited into your program.

You may be wondering why the recruitment of students with exceptional needs is so important. One reason is that these students are a vital natural resource with the potential for making great contributions to society. However, they often do not receive all the information they need about training programs and career opportunities. Oftentimes, students with exceptional needs are tracked into jobs that are below their capabilities and that offer no advancement.

In many cases, for instance, negative attitudes (stereotyping, bias) prevent the mentally retarded from doing anything but custodial work and prevent women and men from pursuing careers that are nontraditional for their sex. People such as these need to know as much as possible about your program so that they can train for work they enjoy and are capable of doing. By providing such information, you will be helping to ensure that persons with exceptional needs have an equal opportunity to be productive members of society.

Another reason for recruiting persons with exceptional needs is that the demand for qualified workers in the vocational fields is growing. Business and industry have more positions available than skilled employees to fill them. These jobs are open to persons with exceptional needs who have the proper training.

Consequently, persons with limited English proficiency, those who have physical handicaps, or those who are retraining for new careers have more opportunities for employment today. If you can recruit such students into your program, you will be preparing them for important jobs. You will also be helping to meet the future employment needs of industry.

Finally, recruitment is vital because vocational-technical programs and institutions cannot survive without students. And students don't enroll if they are not familiar with the programs. Therefore, even though you may have an outstanding program, you will lose many prospective students if you don't spread the word.

Recruitment should be an ongoing process that continues throughout the year. Your efforts cannot stop at the beginning of the school term after you have successfully recruited several students with exceptional needs. What about the students for next year or the year after? Where will they come from? How will you find them? How will you get them into your program?

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The answers to these questions really translate into a three-step process for recruiting students with exceptional needs:

- Identify prospective students with exceptional needs
- Select appropriate recruitment techniques
- Provide additional information to prospective students with exceptional needs and their significant others

Identifying Prospective Students

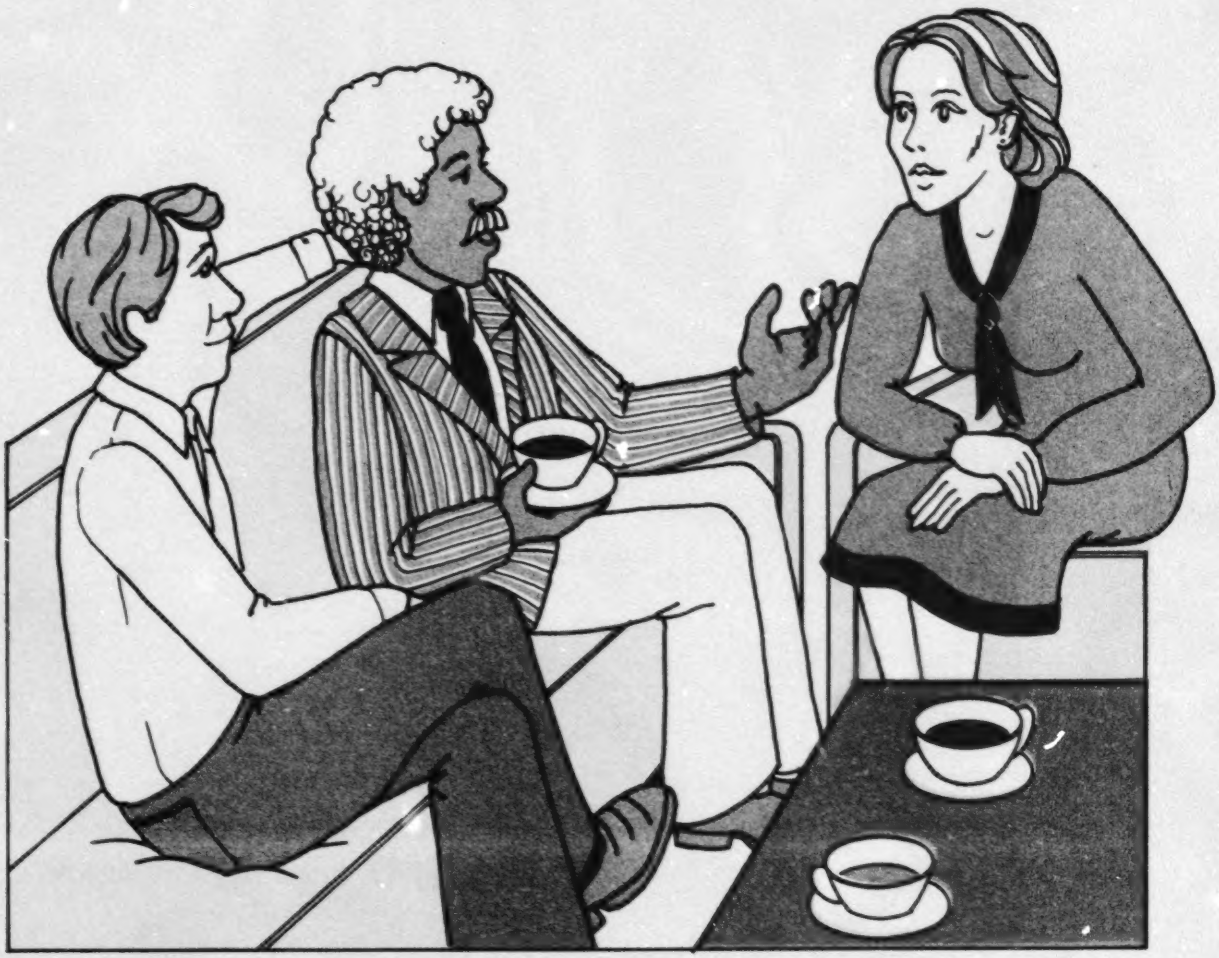
Asking you as a vocational-technical instructor to identify prospective students who have exceptional needs is a request that can be misinterpreted. It is **not** a case in which you "need one of those special-needs people in the program," so let's find one and recruit him/her. That would be as offensive as ignoring the fact that, presently, persons with exceptional needs are often not being adequately served by the educational system.

For the most part, you will be using the traditional avenues to identify and recruit your students:

- Ensuring that counselors know what your program includes and the types of students it can best serve
- Providing program information to specific agencies and organizations that might reach prospective students
- Making presentations to and providing materials for students in lower grades both at your school and at feeder schools
- Using newspapers, radio, TV, displays, and so on to recruit people in the community

However, you may need to do these things a little differently if you want to recruit students with exceptional needs.

For example, you may need to spend some extra time in making sure that school counselors are aware of (1) the career opportunities available to students with exceptional needs and (2) what you are doing in your program to accommodate these students.



One of the jobs of counselors is to advise individual students in selecting an educational program. You cannot expect them to help you identify students with exceptional needs who could benefit from your program if they are unaware of the benefits to students of doing so.

You will also need to identify **specific** agencies, organizations, companies, and so on that can help you ensure that your recruitment message reaches persons with exceptional needs. For example, there are government and social service agencies that serve the handicapped, racial/ethnic minority group members, and economically disadvantaged.

Employers may have some workers whose jobs are being phased out because of technological advances and who are, therefore, in need of retraining. Parents of children with exceptional needs may have formed a special interest group.

You can prepare a mailing list of these groups or add their names to the existing mailing list your school uses in sending out recruitment materials and information. You can also talk to persons in these organizations and agencies on an informal basis through your normal contacts with them at community events, school functions, and so on.

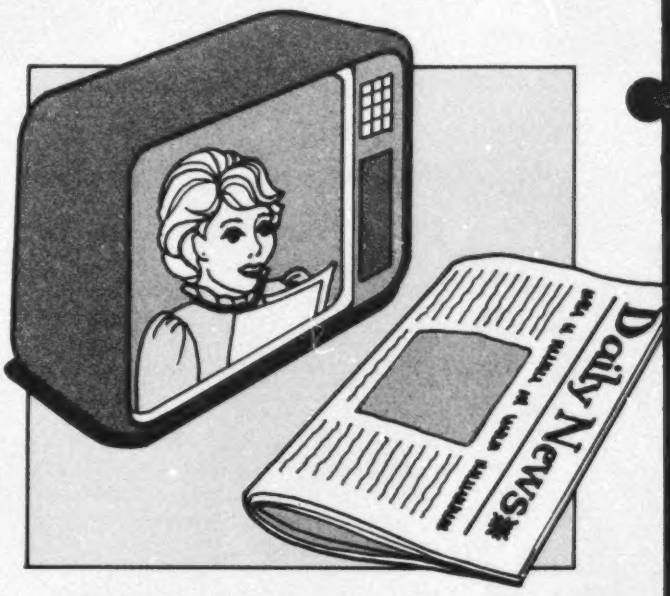
You may, in some cases, want to follow up the first contact with either phone calls or additional letters to ensure that the materials have been received and are being shared with prospective students. A phone call would take only a few minutes of your time and may provide you with several prospective students with exceptional needs.

Finally, you may need to modify or expand the recruitment techniques and materials you use, in order to adequately reach your target group: persons with exceptional needs. Let's consider how you can best do this.

Selecting Recruitment Techniques

There are many effective recruitment techniques, some of which you most likely already use with all prospective students. You need to be aware of which of these techniques are particularly effective in recruiting persons with exceptional needs. And you need to know how to modify some of these techniques in order to recruit prospective students with exceptional needs.

The main recruitment techniques we are going to talk about in this section include the use of (1) personal contact with prospective students; (2) printed materials; (3) media (radio, TV, newspapers); (4) presentations; (5) current and former students; and (6) displays, open houses, career days, and tours of school facilities.



Personal contact. Meeting and talking to persons with exceptional needs who are potential enrollees can be a simple but effective method of recruitment. Personal contact gives you the chance to explain your program and answer questions on an informal basis.

The informality of such contacts should put prospective students at ease and make them feel comfortable about discussing their career goals. Also, you will be able to spend more time fully explaining the benefits of your program to them.

Meeting directly with persons with exceptional needs works well on both the secondary and postsecondary levels. If you are a secondary teacher, for example, you could talk to individual students from lower grades who have been referred to you by a counselor. If you are a postsecondary instructor, you could hold discussions with persons who have contacted you or the school about your program.

By arranging for personal contact, you give potential students the opportunity to meet you, see the facilities, and get a good understanding of what the training involves. As a result, they should be better able to select a program that meets their career goals.

Printed materials. The use of printed materials is one of the most common recruitment techniques. Printed materials include such items as brochures, course catalogs, and posters.

In order to use printed materials effectively to recruit persons with exceptional needs, it is essential that general promotional materials be bias-free. In addition, you may need to develop special materials, targeted to persons with exceptional needs, that contain specific information about the advantages of the program for such persons.

To make your materials bias-free, you must avoid sins of both omission and commission. For example, suppose you sent out materials that don't mention how your program serves persons with exceptional needs. That's a sin of omission. In essence, you are telling the public that your program is not designed to include those students.

On the other hand, perhaps your materials talk about males and females studying **only** for occupations that are traditional for their sex. Or the illustrations in your promotional materials show **only** young, white, middle-class students attending your classes. Those are sins of commission. Such materials are biased because they put people in stereotyped roles, and they encourage others to believe that students with exceptional needs do not belong in your program.

You need to be sure that all existing materials reflect the fact that yours is truly an equal-opportunity educational institution. That, for example, auto mechanics is not just for males anymore. In modifying existing materials to make them bias-free and in developing specially targeted materials, you could include information such as the following:

- Success stories (e.g., data on how many women have graduated from the construction trades program and found employment in that area)
- Statements of commitment to providing equal opportunity
- Information about specific facilities modifications made to ensure equal access
- Information about specific programs available to facilitate equal participation (e.g., English-as-a-Second-Language classes, financial assistance programs, day-care facilities)
- Information about specific materials available to facilitate equal participation (e.g., braille materials, bilingual materials)

In addition, your materials may need to be modified for different audiences. If, for example, the geographic area served by your school includes a large population of Spanish-speaking people, then you will need to develop some written materials in that language if you are, in fact, to make them aware of your program and how it can serve them.

Given those general guidelines, let's consider some specific kinds of written materials and how best they can be used.

The use of **brochures** can be very effective because they are relatively inexpensive to produce, generally eye-catching, and easy to mail out to a particular audience or to place in locations where they will reach your desired audience.

For example, if you are trying to recruit more women into your program, it would be fairly simple to prepare a brochure specifically to attract women—to let them know that your program is open to them. Such a brochure could be mailed in quantity to women's organizations. And it could be placed in counselors' offices, student lounge areas, and in the community—readily available to let women know that you are interested in preparing them for the work force.

The task of actually preparing the brochure may not be entirely your own. Many schools develop informational brochures that describe each program area. In that case, you may be asked only to offer suggestions for content. If your school does not produce such brochures, you may want to prepare one of your own.

A valuable addition to any brochure is a tear-off card that readers can return to the school if they are interested in receiving more information. This is an inexpensive feature, but for the person with exceptional needs, who is perhaps hesitant about taking that first step, having this simple card may be the determining factor in his/her actually contacting you.

Many secondary and most postsecondary institutions have **course catalogs** that describe the courses offered and explain the admission requirements. These catalogs generally are made available to students in lower grades and persons requesting information. In addition, they are often placed in libraries for use by the public. As a result, the potential is great for reaching a large number of prospective students.

By ensuring that such catalogs are bias-free and include information relevant to persons with exceptional needs (e.g., that your facilities are barrier-free and accessible to the handicapped), you can encourage these persons to consider your program.

Another type of printed material that can call attention to your program and help you to recruit persons with exceptional needs is the **poster.** You can get posters from a professional organization, such as the American Vocational Association. You can design the posters yourself or have your students prepare them as a class project.

Keep in mind that each poster should be attractive, simple, and cover only one topic. It is not important for the posters to be professionally done—only eye-catching. Your goal is to generate interest in your program among persons who have exceptional needs. You will have succeeded if these persons ask questions and request more information.

For example, suppose you are trying to recruit students from an area in which many people have limited English proficiency. A poster, written in their native language, might be the most effective way of making them aware of the career opportunities available through your program.

Similarly, consider the effects of a poster depicting women in a welding class or men in a home economics course or members of a minority group in the office occupations program. Such posters very well may be worth a thousand words in their ability to convince persons with exceptional needs that there is a place for them in these vocational-technical programs.

Placement of the posters is also important. Your students will come from a variety of sources, depending on the type of school in which you teach—comprehensive high school, secondary area vocational school, or postsecondary institution. Therefore, you will want to place posters in locations where potential students will see them (e.g., junior high schools, your school, and local businesses). Bulletin boards in areas where students meet are also good locations for posters.

Local media. Using the local electronic and print media is an excellent method for spreading information about your program to persons with exceptional needs. At some time during the day, nearly everyone either watches television, listens to the radio, or reads the newspaper. Therefore, you should be able to reach a large and diverse audience by taking advantage of the communication network.

The local media carry news releases and public service announcements free of charge. Whoever is in charge of public relations in your school probably submits these types of items to the media on a routine basis: items about public services provided by the school, honors received by students, and so on.

It is important to ensure that some of the items submitted give evidence of (1) the commitment of your institution to serving students with exceptional needs and (2) the fact that students with exceptional needs are succeeding—and even excelling—in your program.

If, for example, your school purchases some special equipment for the handicapped or a student in a program nontraditional for his/her sex wins a vocational student organization contest, let the public know.

TROUBLESHOOTING CONTEST

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Another possibility is to **buy advertising time and space** in the local media. This technique is more realistic on the postsecondary level, where older students are being recruited. For instance, your institution could run ads in newspapers or on radio and TV that explain the benefits of your program for persons reentering the work force or considering retraining for another career.

In addition, you can submit articles and ads for publication in **school newspapers.** Most schools publish papers that are widely read by students seeking news of friends and of upcoming activities. You can attract the attention of students with exceptional needs by preparing stories about your program that would be of interest to them.

For example, you could write articles describing such activities as a field trip your class took to a business that employs handicapped workers or a guest speaker who visited your class to discuss nontraditional occupations for men and women. You might want to include photographs that show students with exceptional needs participating in these program activities.

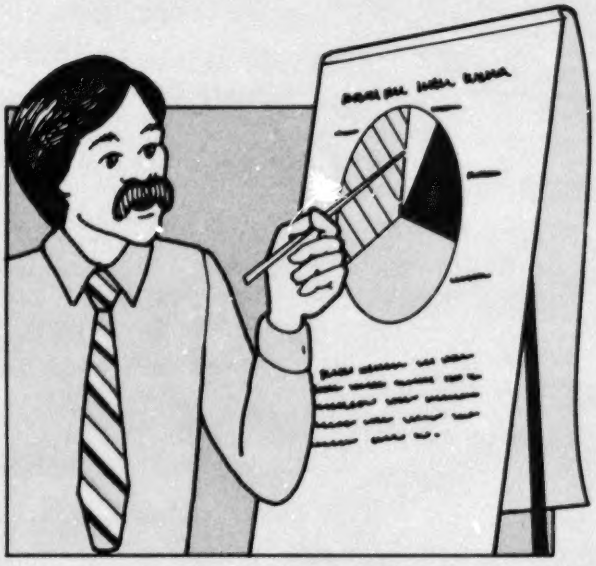
Presentations. There are many opportunities for you, your present and former students, members of your advisory committee, and other school staff to make presentations to promote your program: assembly programs at your school or at feeder schools, meetings of local civic organizations, and so forth.

To make sure these presentations help you in your efforts to recruit persons with exceptional needs, you need to (1) target some of your remarks to how your program can serve their needs, (2) involve, as appropriate, current and former students who have exceptional needs, and (3) offer to make presentations before groups that work with, serve, or are made up of persons with exceptional needs.

For instance, assume that you have been asked to describe the vocational program to students at a feeder school. As part of your presentation, you could ask a panel, which is made up of your students, to discuss their experiences in the program. If one or more members of that panel have exceptional needs, then you increase your chances of attracting qualified students with similar needs.

If you teach at the secondary level, you could make a presentation to students in the district's special education programs. As part of the presentation, you could show a slide/tape that specifically describes how your program can meet their needs.

Or, when the local Kiwanis asks you to speak at one of their luncheons, you could present a talk on what you have done to make your program more accessible to and more appropriate for students with exceptional needs. You could talk about the many job opportunities in your field for workers with exceptional needs.



You can make your presentations more successful by using a few simple devices. For example, you can keep the audience's full attention by showing enlarged photos, posters, charts, and graphs. The visual aids will emphasize your message.

In addition, you can support your key points with concrete information. You can cite statistics, such as the numbers and percentages of students with exceptional needs who have completed your program and are now successfully employed. You could show a slide/tape of students—some of whom have exceptional needs—at work in your program.

One of the values of making such group presentations is that you can explain in more detail how students with exceptional needs can benefit from your program. Furthermore, the audience can ask questions and get immediate answers.

Current and former students. We have mentioned already that one effective approach is to involve students with exceptional needs in promoting your program. Do not underestimate the power of this approach. When persons with exceptional needs have an opportunity to listen to or interact with persons with exceptional needs who have succeeded or are succeeding in your program, that may be the best calling card you have.

Assume, for a minute, that a person with exceptional needs attends a promotional presentation by a vocational instructor—one who seemingly does not have any exceptional needs. Will that person really believe that the vocational program is for him/her? Will that person feel free to ask questions? Maybe.

But, if that person were to attend a presentation led by a current or former vocational student with similar exceptional needs, then he/she would see that success is in fact a real possibility. And he/she can get answers to questions from someone who "has been there"—someone who can understand his/her concerns.

Displays, open houses, career days, and tours. Techniques such as these are often a normal part of program promotion. A promotional display is set up in a shopping center or at a state fair. The public is invited into the school for an open house and a tour of the facilities. A career day—involving persons from business, industry, and labor—is held to let students and the public know about the career opportunities available to them.

At these events, you can recruit persons with exceptional needs by utilizing any or all the techniques previously mentioned. You can have written materials available that are bias-free and that are, at least in part, targeted to the needs and interests of persons with exceptional needs.

You can involve current and former students with exceptional needs; they can be available to "man" a display booth, take people on guided tours, or make a presentation as part of a career day. You can involve employers who hire persons with exceptional needs.

You can invite representatives from special interest groups, community agencies, and other organizations that serve persons with exceptional needs to attend a career day. Such groups might include the Association for Retarded Citizens, American Indian Council, Big Brother Association, Veterans Counseling Center, and the Association for the Physically Handicapped. Persons from organizations such as these could set up booths and provide information on the kinds of supportive services (e.g., job placement) that they can offer persons with exceptional needs.

Perhaps some of your equipment or machinery has been modified to be more accessible to handicapped students. For example, some of your drafting tables may be lower to accommodate students in wheelchairs. Or a few phones may be equipped with amplification devices for the hearing impaired. If that is the case, you could put signs on the equipment to explain the modifications to persons visiting the school as part of an open house or tour.

You may have instructional materials that are in braille for the blind. Perhaps some are printed in another language for students with limited English proficiency. You could display these materials and others, such as tape cassettes and large-print books. Potential enrollees with exceptional needs should be interested to learn that you have the capability to teach students who have different needs.

You can prepare a montage of photographs of students—some of whom have exceptional needs—actually performing different tasks in the laboratory or shop. This can be part of a display or could be hung in the laboratory for visitors to see during an open house or tour. Or you can have members of your class perform live demonstrations of their skills. Or you can show audiovisuals and display posters that include persons with exceptional needs.

And, of course, you can ask representatives from the media to attend such events and to publicize them.[1]

1. To gain skill in using specific promotional techniques, you may wish to refer to modules in Category G: School-Community Relations.

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Informing Prospective Students and Their Significant Others

Once you have attracted the interest of persons with exceptional needs through your initial promotional techniques, it may be necessary to provide them with more detailed program information. They need to have as much information as possible about the many vocational-technical programs available. They may not be aware of the vast array of occupations available in modern society. Or they may fall into stereotyped roles because they are poorly informed.

For example, females from economically disadvantaged backgrounds may become waitresses or clerks—not because they want to but because no one ever told them they had other options. Or gifted males may not consider a career in the trades; they may think that such programs teach only basic skills to slow learners. Therefore, you will be opening the door to a much broader future for these persons if you make sure they are told about all the possibilities related to your occupational area.

An important step in informing prospective students is telling them of the many job opportunities available through your program. However, in recruiting persons with exceptional needs, you need to be sure that you explain what they can **realistically** expect in the world of work. You will not do them any good by making unrealistic promises or only giving half the picture. Will some jobs in industry require additional training? That is valuable information for a mentally retarded person who may not be capable of advanced education.

Will some jobs be phased out in the near future because of technological advances? Prospective students should know this so they can plan for career changes. Is a new field opening up? If so, persons with exceptional needs should be informed that their choices are increasing. Whatever the situation, you should make sure that prospective students are well—and realistically—informed.

In addition, you will want prospective students with exceptional needs to know that your program will provide them with the training they need to perform on the job. This is vital for all students but may be more so for students with exceptional needs, who may be concerned about how employers will accept them. If they are assured that their training will meet industry standards, they may feel more confident about enrolling in the program.

However, informing persons with exceptional needs can involve more than just telling **them** about your program. There are other factors that affect what programs people choose to enter. One of these factors is their significant others. Those generally considered to be *significant others* are parents, guardians, spouses, peers, relatives, and friends. A person's significant others are often the ones who help him/her decide on an occupation and an educational program.

But despite their influence, significant others may possess inadequate occupational information. For example, they may not be aware of current trends in the job market such as the following:

- Women pursuing careers nontraditional for their sex
- Companies restructuring jobs to accommodate the handicapped
- Workers successfully changing careers in mid-life
- The variety of new job opportunities available in a changing society

Therefore, it is important for significant others to be informed about career opportunities and how your program can train students with exceptional needs for these careers. They need this information to be able to help prospective students make informed career decisions.

All significant others can be valuable assets in helping to inform prospective students with exceptional needs. However, parents may be the most important members of this group, especially at the secondary level. They act as constant role models, and their attitudes toward work and toward vocational-technical education may be reflected in their children.

For example, a young person whose parents live on welfare and do not work may think that holding a job and earning a living are unnecessary. Or a handicapped student may be reluctant to enroll in a vocational program because his/her parents have always downgraded such education.

If parents of children with exceptional needs can be educated about the benefits of your program, they will be better prepared to advise their children. After all, you cannot expect them to support enrollment in your program if they have no information on the training involved or the career potential.

Furthermore, many parents may need to be convinced that your program is beneficial for persons with exceptional needs. They may need to be persuaded that vocational-technical education offers worthwhile training and respectable jobs.

The information you provide can give persons with exceptional needs the opportunity to make an informed decision. Even if they don't choose your program, they will have been exposed to it and their knowledge of career options will have been increased. Your recruitment efforts should make them better-informed citizens.

Using Promotion to Gain Needed Support

So far, we have been talking about a great many specific ways in which you can use promotional techniques to **identify** students with exceptional needs and **recruit** them into your vocational program. But recruiting students is not the only reason that you need to promote your program. These same techniques, and these same bias-free approaches and materials, can also be used to let the members of the community know what is going on in your program and to gain their support.

Public secondary and postsecondary schools are supported by federal, state, and local tax dollars. Local tax dollars, collected from members of the community, provide most of the money for building facilities, purchasing equipment and supplies, and paying salaries.

Therefore, community members have a right to know about the programs their money is supporting. Furthermore, if they know about and approve of the programs, they are more likely to provide additional funding if needed. Since programs can't run without money, community support is essential to public education.

In addition, community members not only pay for the public education system, they often hire the results. Local employers frequently hire your graduates to work in their businesses or industries. A well-informed public will be more willing to hire your students after graduation.

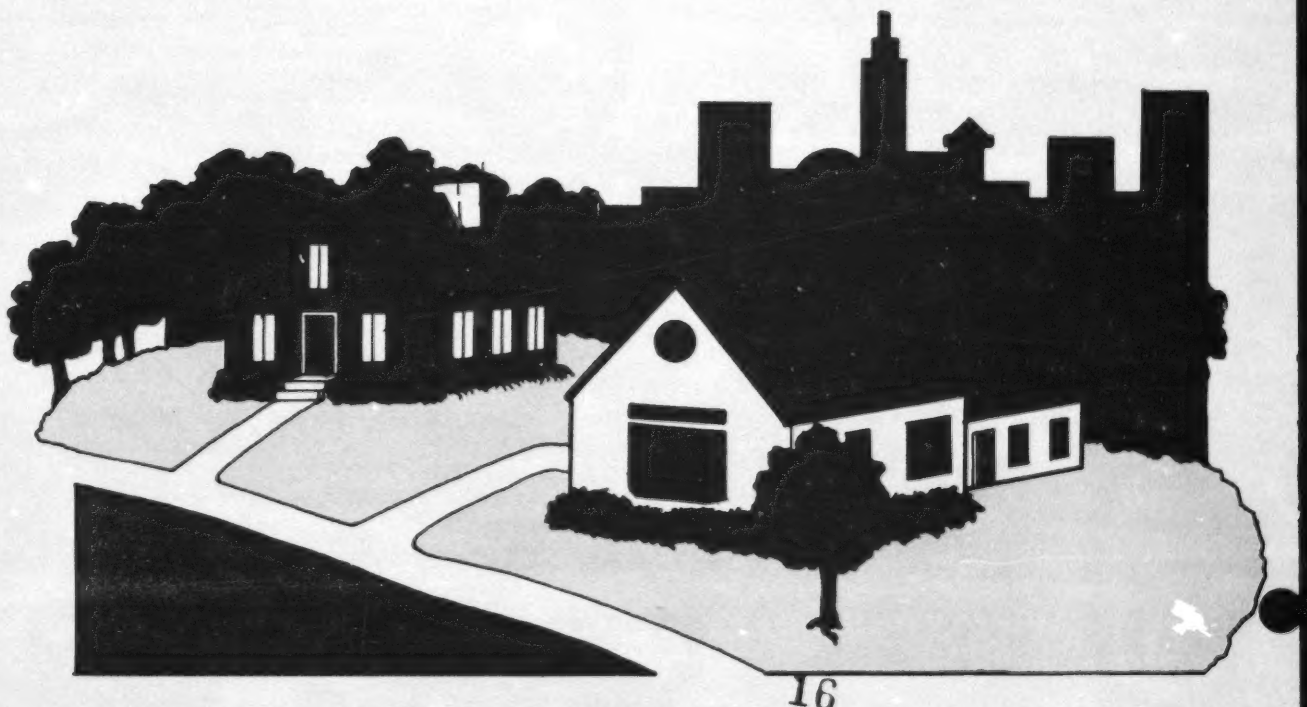
Finally, your students are probably members of the community. The students in a secondary school are drawn from the surrounding community. Many of the students at the postsecondary level come from the same source. In fact, community college and adult education programs are designed specifically to meet the needs of the local citizenry.

Thus, you must keep community members informed about your program. In addition, other educators need to be kept informed. You need the support of administrators and board members if your program is to succeed.

The techniques you use to keep these people informed are the same as those previously discussed:

- Personal contact
- Printed materials such as brochures and posters
- Items in the newspaper and on TV and radio
- Presentations
- Current and former students
- Displays, open houses, career days, and tours

But it is not enough to keep people **informed.** Not everyone is comfortable with the notion of having persons with exceptional needs in vocational-technical programs and in the work force. If you truly wish to serve students with exceptional needs, you must become an **active advocate** for them. Let's consider how you can do this.



Be Willing to Spread the Word

If you believe that persons with exceptional needs can succeed in vocational-technical education programs and in the world of work, be willing to say so. You can offer your services as a guest on local talk shows or as a member of a panel discussing vocational education for students with exceptional needs.

You can make yourself available to be interviewed by the news media. You can continually look for opportunities to provide public recognition for the achievements of students with exceptional needs. Certainly, these activities might help your recruitment efforts, but that's not your central purpose here.

Rather, you are giving of your own time to encourage others to recognize the potential of persons with exceptional needs. To become aware of their talents and capabilities. To recognize that these persons can succeed in the work force. To understand the unnecessary barriers they face in today's world. And to come to grips with ways we can break those barriers down.

You can also serve as an advocate for students with exceptional needs by developing forums. The purpose of a forum is to get people together to talk about a given topic. By encouraging discussion among some segment of the community, you can help to spread the word among all members of the community. A forum can be a very effective way of correcting the mistaken impressions that some people have of vocational education and of the capabilities of persons with exceptional needs.

Every year millions of students are successfully trained in vocational-technical programs. They graduate, obtain good jobs, and become productive citizens. These students very often progress to high-level positions in the work force. Nonetheless, some people still believe that vocational-technical education is a dumping ground for slow learners and troublemakers. They don't understand that these programs teach specialized skills to students who want to learn.

It is always important to dispel any negative images the public has of vocational education. However, it may be even more important when you have students with exceptional needs in your program. They have enough crosses to bear and bridges to cross without having to deal with prejudices against the program from which they graduate.

If possible, you might involve "celebrities" in promoting your program and the students with exceptional needs in it. A popular local TV personality or sports figure, for example, could ensure that your advocacy message reaches a lot of people. Take the time to sell your message to that person, and you can sell a broad segment of the community.

Involve the Community

Another effective way to spread the word about how well students with exceptional needs are succeeding in your program is to involve community members on a continuing basis. There are several techniques you can use to involve them—beyond the normally scheduled open houses and guided tours.

You can invite individuals or small groups of community leaders, employers, politicians, and legislators to visit and observe your program. This would give them the chance to see students with exceptional needs actually performing successfully in a vocational setting. Once they are familiar with what your program can do, they should be more willing to support your program—financially and otherwise—and to encourage others to do so.

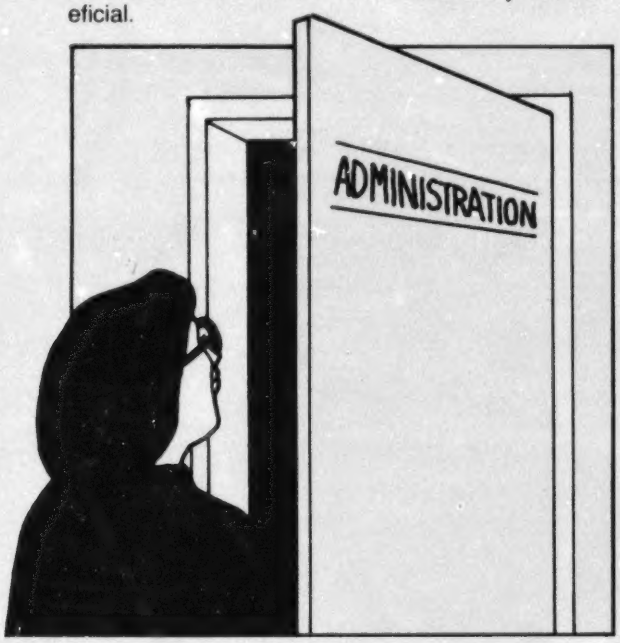
In addition, you can encourage business, industry, and labor groups to use your facilities for meetings and short courses. While on the premises, these people would have an opportunity to see the vocational labs. They would be able to look at some of the projects completed by your students.

You could make sure that some of your promotional materials were available to the visitors. For example, in the room they would be using, you could set up a small display with posters and brochures. Or you could place a sign on the bulletin board that reads "Hire Students with Exceptional Needs—They Make Exceptional Workers."

Finally, you can involve the community by providing them with opportunities to help. You could enlist community support in such activities as establishing scholarships, providing student financial aid, purchasing or donating materials, sponsoring school functions, and voting for bond levies. In many cases, it is simply a matter of letting community members know what you need and justifying your need for it.

Enlist Administrative Support

There is a limit to what you can do, but you should try to enlist administrative support for any new techniques that will help students with exceptional needs to succeed in your program. Because administrators have standard requirements, you may need to convince them that some innovations are necessary and beneficial.



Perhaps you need to purchase or develop some additional, multimedia materials. Or maybe you need to buy special equipment. Perhaps some equipment modifications are required. Maybe you need a paraprofessional or a translator in order to meet the needs of your students.

Furthermore, you might determine that, in order to provide equitable instruction for all the students in your class, the competency-based approach should be used, and norm-referenced letter grading should be eliminated. Instead, each student in the program should receive an individual competency profile with a criterion-referenced rating provided for each skill achieved. Obviously, administrative support and approval would be required.

One way in which to gain support is to invite administrators to visit your class. They would thus have the opportunity to observe your instructional approach and environment and to judge for themselves how effectively your students are being served. Firsthand exposure to the students' needs can sometimes be the most compelling way in which to convince administrators that you requests are justified.

Ensure the Credibility of Your Program

You can, of course, promote your program and the positive qualities and characteristics of students with exceptional needs by simply meeting with employers and others and providing them with relevant information.[2]

However, one of the easiest and most effective ways to promote a positive image of vocational education and to convince others of the capabilities of vocationally trained students with exceptional needs is to ensure that your students are well trained. Each student you place should meet the employer's requirements. Each student should be able to do the job for which he/she was hired.

Employers and others in the community will judge your program by the way your students perform. If a student with exceptional needs completes your program, but can't do the work, two results are possible. First, your program may acquire a poor image, and the employer may be reluctant to hire any of your students. And second, the employer may never again want to hire a person with exceptional needs.

However, if the students meet their requirements, employers will tend to believe in and support your program. An added advantage to placing qualified exceptional students is that the word will tend to spread through the community. Satisfied employers will tell their families and friends about these workers. As a result, other employers and community members will develop a good opinion of your program.

Through your belief and advocacy and through your development and implementation of a high-quality training program, you can create a positive image for your vocational-technical program and for the students with exceptional needs who are trained in that program.

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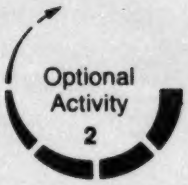
2. To gain skill in working with employers to promote employment opportunities for students with exceptional needs, you may wish to refer to Module L-12, *Prepare Exceptional Students for Employability.*



You may wish to increase your knowledge of available practices for recruiting students with exceptional needs by completing one or more of the following activities:

- Locate and obtain, perhaps through your resource person, student recruitment materials (e.g., media presentations, brochures) produced by secondary or postsecondary institutions. In addition, watch for recruitment items in the newspaper and on TV and listen for them on the radio.

  To whom are these recruitment items targeted? Do they include information targeted to any persons with exceptional needs? If so, what kinds of information are provided to encourage these persons to consider vocational-technical education?

  Are the items effective? If not, how could the items be revised to include information for persons with exceptional needs or to more effectively reach these students?

- Survey students with exceptional needs who are enrolled in vocational-technical programs to determine why they enrolled and what their sources of information were.

You may wish to arrange through your resource person to meet with and interview a teacher who has experience in planning activities to inform the community of the benefits of vocational education for students with exceptional needs. You may wish to ask this teacher some of the following types of questions:

- What are some of the activities that he/she uses each year?
- What activities or techniques have failed to achieve their purpose? Why?
- What tips can he/she give you to help you succeed in your efforts?

The following items check your comprehension of the material in the information sheet, Targeting Your Promotional Efforts, pp. 8–18. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Vocational-technical instructors have an enormous amount to do just to keep up with their instructional responsibilities. Why, then, should they also take on the added responsibilities associated with promoting vocational-technical education for persons with exceptional needs?

2. Why might it be necessary to revise the mailing list used by the school in distributing promotional materials if you are trying to recruit persons with exceptional needs?

3. There has been a recent influx of Vietnamese refugees into the community. What implications does this have for the promotional activities undertaken by the local schools?

4. Assume that all your promotional activities and materials are **models** of the types of promotion one should use in recruiting persons with exceptional needs and informing the community about how your program is serving these persons. Should this be enough to convince people that persons with exceptional needs can be adequately served by your programs and that they can succeed there and on the job. Explain why or why not?

NOTES

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Compare your completed responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Vocational-technical instructors will not have an enormous amount of instructional responsibilities if they do not have adequate numbers of students to justify their programs. In these days of declining enrollments, it is more important than ever to recruit **all** qualified students.

   Furthermore, serving students with exceptional needs in vocational-technical programs isn't just something that is nice to do or expedient to do. In most institutions, school districts, and states, as well as at the federal level, serving these students is a major educational goal.

   To ensure that this goal is met, vocational-technical instructors must do their part in promoting vocational-technical education for persons with exceptional needs. Most instructors do some program promotional work already, either formally or informally. Thus, in most cases, it is simply a matter of ensuring that, in these activities, the instructor includes at least some information on how the program can serve persons with exceptional needs.

   In addition, however, since placement of students with exceptional needs into regular vocational-technical programs is a somewhat new idea, the really committed instructor will want to go that extra mile—to become an **active advocate** of the value of vocational-technical education for persons with exceptional needs and of the value of hiring these persons into the work force.

2. Typically, an educational institution or district will distribute promotional materials to a few standard targets: feeder schools, counselors' offices, libraries, and so on. In addition, especially at the post-secondary or adult education level, there may be a general mail-out of program information to all citizens in the community.

   If you want to inform, attract, and recruit persons with exceptional needs, it is important to target your distribution of promotional materials to specific agencies and locations that can help ensure that your message is received by persons with exceptional needs. Thus, you need to identify, and to add to your "mailing list," such agencies as the following:

   - Government and social service agencies serving persons with exceptional needs (e.g., Veterans Administration, vocational rehabilitation services)
   - Special interest groups (e.g., local branch of the National Organization of Women)
   - Other organizations with memberships that include persons with exceptional needs (e.g., a community center in a predominantly Puerto Rican neighborhood)

3. Given an influx of Vietnamese refugees into the community, the schools would probably want to identify specific ways through which the Vietnamese refugees could be made aware of what the schools can offer them (e.g., support services such as English-as-a-Second-Language [ESL] courses).

   For example, if these Vietnamese refugees have limited English proficiency, which is probably the case, then some of the schools' promotional materials would need to be written in their native language.

   Or a school might want to ask a staff member—perhaps the ESL instructor or another instructor working with a translator—to make presentations at a community center meeting. Or a leader in the Vietnamese community who is bilingual could be kept informed and asked to convey this information to others.

   If the community members subscribe to a native-language newspaper, this could be another avenue for providing program information, including perhaps news items about Vietnamese students currently in the program.

   And, if there are Vietnamese students in the schools, these persons may be a key element in the schools' promotional programs. By making presentations or meeting individually with prospective students from the Vietnamese community, current Vietnamese students can do a great deal to verify that the schools and their programs **can** effectively meet the needs of these new residents in the community.

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4. Model promotional activities and materials are not enough to sell the program. For your program to really gain and maintain credibility in the community, you must produce a high-quality product: students with exceptional needs who are well trained—who meet the entry-level requirements of the businesses and industries that hire them.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the information sheet, Targeting Your Promotional Efforts, pp. 8–18, or check with your resource person if necessary.

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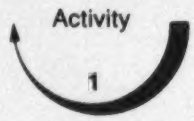
Learning Experience II

OVERVIEW

Given a case study describing how a committee of educators planned how to target the institution's promotional efforts to serve students with exceptional needs, critique the performance of that committee.



You will be reading the Case Study, p. 26, and critiquing the performance of the committee described.

You will be evaluating your competency in critiquing the committee's performance in planning how to target the institution's promotional efforts to serve students with exceptional needs by comparing your completed critique with the Model Critique, pp. 27–28.

The following case study describes how a committee of educators planned how to target the institution's promotional efforts to serve students with exceptional needs. Read the case study and then **critique in writing** the committee's performance: what did they do right; what did they do wrong; what should they have done instead.

CASE STUDY

Mr. William Bope, a vocational-technical instructor at Reynoldsburg Tech, was very excitied. He had been asked to serve on a faculty committee to review the institution's promotional plan and materials and identify how they could be revised in order (1) to more effectively reflect the school's commitment to serving students with exceptional needs and (2) to recruit additional students with exceptional needs.

Mr. Bope had jumped at the chance to serve on this committee. He had just completed a PBTE module on accommodating students with exceptional needs in vocational-technical programs, and he was sold on the importance of doing so.

The committee, which included instructors, administrators, and counselors, met a number of times and ultimately came up with the following recommendations:

- To leave the existing brochures and course catalogs unchanged for the time being, since there was rather a large supply still available
- To develop a supplementary set of program brochures describing specifically what each program could offer students with exceptional needs
- To encourage persons with exceptional needs who express an interest in enrollment to come into the school for a personal conference and tour
- To contract with a local public relations firm to produce a set of bias-free posters showing students—including those with exceptional needs—performing in the different vocational-technical areas
- To sponsor a contest in the school for a slogan expressing the institution's commitment to equal-opportunity education
- To reproduce the slogan on bumper stickers and buttons (to be distributed free of charge) and in paid newspaper ads

In addition, Mr. Bope asked the administrators on the committee to consider appointing another committee to study ways in which the institution could better serve its students who have exceptional needs. He explained that, in his classes for example, some additional materials would help him do a better job. He was sure, he said, that other instructors were experiencing similar problems.

Mr. Bope was assured that the matter would be taken under consideration, and he left the final meeting glad that he had been able to do his part in promoting the vocational-technical programs for students with exceptional needs.

Compare your written critique of the committee's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

The institution is definitely to be congratulated for its decision to involve representative staff in thinking through both what was being done and what should be done in informing and recruiting students with exceptional needs. And Mr. Bope's attitude concerning his role on the committee is commendable. Such enthusiasm and commitment (undoubtedly due to that wonderful PBTE module) are laudable.

The fact that the committee included administrators and counselors, as well as instructors, was a plus. Administrative support is necessary before committee recommendations can become a reality. And counselors need to be informed about and sold on the placement of persons with exceptional needs in vocational-technical programs before they can "sell" prospective students on these programs. By having these persons on the committee, the chances of gaining their support are greatly increased.

Many of the recommendations are potentially excellent: special brochures; posters; a slogan contest; bumper stickers, buttons, and paid newspaper ads with the promotional slogan. However, for most of these promotional devices, many dollars would be required. Unless the institution has a healthy budget to support such activities, many of these recommendations will come to naught.

Even if the necessary money is available, it is debatable whether all these recommendations—although good—represent the most effective use of always-limited funds. Let us assume that the bumper stickers and buttons are popular. If so, they can give the institution a lot of "bang for its bucks."

However, are paid newspaper ads really necessary? Couldn't the staff instead ask a local newspaper (or TV or radio station) to run a story about the slogan contest and the winning slogan—free of charge.

Similarly, is it necessary to pay a local public relations firm to produce the posters? Couldn't they be produced by students—students in graphic arts, commercial art, commercial photography, or printing and lithography programs? Posters do not have to be expensive to be attractive and effective. In fact, student-produced posters might be just as attractive **and** have more credibility with the target audience.

Another of the recommendations—that of encouraging prospective students with exceptional needs to come into the school for personal conferences and tours—is probably a very good one. At least initially, it is important to give persons with exceptional needs as much individual assistance and encouragement as necessary.

Such students may be especially unsure of how well they would be accepted, how relevant the programs are to their needs, and whether they could succeed. Through individual conferences, these concerns can usually be minimized or eliminated.

The recommendations relative to program brochures, however, can also be questioned. It may very well be that the production of new, specially targeted brochures could be justified. But the decision to use the existing brochures and course catalogs seems to have been made **solely** on the basis of the existing supply. Since they had so many copies still available, they wanted to use them until they ran out.

Instead, the primary criterion for deciding what to do about the existing materials should have been related to their content. There is no guarantee that a person with exceptional needs will pick up one of the specially targeted brochures. What if he or she secures one of the general brochures and it provides no information related to his/her special program needs? That person may not look any further. Worse still, if the brochure contains bias, that person most assuredly will not consider enrollment in your programs—or at least not with any enthusiasm.

Finally, there are a number of additional recommendations, such as the following, that could have been made:

- To update the institution's mailing list to include specific agencies and locations through which persons with exceptional needs could be kept informed about the school's offerings
- To use school staff and current and former students with exceptional needs to make presentations concerning program offerings
- To ensure that publicity items submitted to the media include stories about the achievements of students with exceptional needs

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- To ensure that, during open houses, career days, tours, and so on, evidence is provided of how the school's programs are effectively serving students with exceptional needs
- To ensure that students' significant others are adequately informed
- To recruit the help of local celebrities in promoting vocational-technical training and employment for persons with exceptional needs
- To verify, through normal program evaluation efforts, that the students with exceptional needs being placed on the job are well trained and competent

These additional techniques—ones that do **not** cost a great deal of money—could also help the institution in its promotional efforts.

Mr. Bope's final recommendation—that another committee be appointed—and his feeling of accomplishment in leaving the meeting are both good and bad. Certainly, such a committee could do a good deal to increase everyone's awareness of additional measures that are required to improve programs and services to better meet the needs of persons with exceptional needs.

Let us hope, however, that the committee does not look only to the institution for the resources required to support these additional measures. Part of program promotion should be to enlist the support of the community—employers, service organizations, and so on—and provide these persons or groups with opportunities to help.

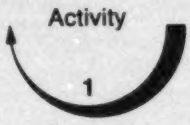
And Mr. Bope's feeling of accomplishment? Granted, he has done a good deal to help—thus far. But his job is far from over. If he is truly committed, he will now want to seek opportunities to become an active advocate. He will want to make presentations and talk informally with people about what his program is doing to accommodate students with exceptional needs and about how well these persons can succeed, both in the program and on the job.

Level of Performance: Your written critique of the committee's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Targeting Your Promotional Efforts, pp. 8–18, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** promote your vocational program with exceptional students.



As part of your duties as a teacher, target your promotional efforts to serve students with exceptional needs. This will include—

- identifying prospective students with exceptional needs
- selecting and using appropriate recruitment techniques
- using promotion to gain needed support

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and any promotional materials developed.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in promoting your vocational program with exceptional students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

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TEACHER PERFORMANCE ASSESSMENT FORM

Promote Your Vocational Program with Exceptional Students (L-13)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In identifying prospective students with exceptional needs, the teacher:						
1. ensured that school counselors were made aware of:						
a. the career opportunities available to students with exceptional needs	☐	☐	☐	☐	☐	☐
b. what he/she is doing to accommodate these students in his/her program	☐	☐	☐	☐	☐	☐
2. identified specific agencies and other groups through which persons with exceptional needs could be reached, informed, attracted, and recruited	☐	☐	☐	☐	☐	☐
3. ensured that these agencies and other groups received promotional materials	☐	☐	☐	☐	☐	☐
4. personally contacted these agencies by phone or letter if necessary	☐	☐	☐	☐	☐	☐
In selecting and using appropriate recruitment techniques, the teacher:						
5. met individually with persons with exceptional needs to explain the program and its benefits for them	☐	☐	☐	☐	☐	☐
6. ensured that all promotional materials were bias-free	☐	☐	☐	☐	☐	☐
7. modified materials as necessary to reach the intended audience (e.g., produced materials in students' native language)	☐	☐	☐	☐	☐	☐
8. included in promotional materials the following types of information:						
a. student success stories	☐	☐	☐	☐	☐	☐
b. statements of commitment to providing equal-opportunity education	☐	☐	☐	☐	☐	☐
c. facilities modifications made to ensure equal access	☐	☐	☐	☐	☐	☐
d. specific programs available to facilitate equal participation	☐	☐	☐	☐	☐	☐
e. specific materials available to facilitate equal participation	☐	☐	☐	☐	☐	☐

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	N/A	None	Poor	Fair	Good	Excellent
9. used a **variety** of promotional devices (e.g., brochures, course catalogs, posters, stories and ads in the local media, presentations, open houses)	☐	☐	☐	☐	☐	☐
10. involved current and former students with exceptional needs in the promotional activities	☐	☐	☐	☐	☐	☐
11. involved employers of persons with exceptional needs in the promotional activities	☐	☐	☐	☐	☐	☐
12. provided additional information to prospective students with exceptional needs and their significant others as necessary	☐	☐	☐	☐	☐	☐
In using promotion to gain needed support, the teacher:						
13. exhibited a willingness to spread the word about the benefits of vocational-technical training and employment for persons with exceptional needs	☐	☐	☐	☐	☐	☐
14. involved the community on a continuing basis	☐	☐	☐	☐	☐	☐
15. enlisted administrative support	☐	☐	☐	☐	☐	☐
16. established the credibility of his/her program by ensuring that his/her students were well trained and could meet employers' requirements	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart
C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory
E–10 Combat Problems of Student Chemical Use

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G–1 Develop a School–Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H–2 Establish a Vocational Student Organization
H–3 Prepare Vocational Student Organization Members for Leadership Roles
H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Vocational Student Organization
H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I–1 Keep Up to Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K–1 Prepare Yourself for CBE
K–2 Organize the Content for a CBE Program
K–3 Organize Your Class and Lab to Install CBE
K–4 Provide Instructional Materials for CBE
K–5 Manage the Daily Routines of Your CBE Program
K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L–1 Prepare Yourself to Serve Exceptional Students
L–2 Identify and Diagnose Exceptional Students
L–3 Plan Instruction for Exceptional Students
L–4 Provide Appropriate Instructional Materials for Exceptional Students
L–5 Modify the Learning Environment for Exceptional Students
L–6 Promote Peer Acceptance of Exceptional Students
L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L–8 Improve Your Communication Skills
L–9 Assess the Progress of Exceptional Students
L–10 Counsel Exceptional Students with Personal–Social Problems
L–11 Assist Exceptional Students in Developing Career Planning Skills
L–12 Prepare Exceptional Students for Employability
L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M–1 Assist Students in Achieving Basic Reading Skills
M–2 Assist Students in Developing Technical Reading Skills
M–3 Assist Students in Improving Their Writing Skills
M–4 Assist Students in Improving Their Oral Communication Skills
M–5 Assist Students in Improving Their Math Skills
M–6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

ISBN 0–89606–129–9